# Tenth Grade ELA CCGPS Frameworks - Unit 1

## Framework Title: Moral Courage and Righteous Anger: Necessities for Change

## Grade Level: 10

## Course: 10th Grade Literature and Composition

## Approximate Duration: Nine Weeks

## Overview of the unit

The purpose of this unit is to provide students with rich, multi-genre and multi-media resources that challenge students to read, to think, to analyze, and to write critically about how moral courage is a dynamic concept that transcends time and place and has been a catalyst for social change. Using the literary and informational sources included in the unit, students will work through a variety of smaller sources that scaffold unit skills and provide the necessary foundation to synthesize a number of the sources as part of an argument that captures the overall theme of the unit: moral courage and righteous anger are necessities for change.

**Structure of the unit**

Each lesson is designed to demonstrate the learning progression for each standard. As each standard is extended, a parenthetical note indicates the increasing level and complexity of the standard. Although the progression is only indicated for lesson one, the progression continues throughout the rest of the unit. Instruction begins with directed instruction, moves into small groups and/or pairs, whole-class instruction/discussion, and ultimately independent mastery of the standard. (**For example**, *Step 1 = direct instruction, Step 2 = pair/small groups, Step 3 = additional paired or small-group work with increased rigor,* and *Step 4 = independence*). The progression also builds in terms of rigor with activities moving from work with one quotation or short text to synthesis of multiple texts. Since each class differs, teachers will need to extend/compact the progression of the standard as it correlates to individual student readiness.

**Priority Standards**:

* **ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **ELACC9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
* **ELACC9-10RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
* **ELACC9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **ELACC9-10RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
* **ELACC9-10RI10:** By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.
* **ELACC9-10L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
* **ELACC9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  
  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.   
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.   
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   
  e. Provide a concluding statement or section that follows from and supports the argument presented.
* **ELACC9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* **ELACC9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.   
  a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).   
  b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
* **ELACC9-10W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
* **ELACC9-10SL1b:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
* **ELACC9-10SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

**Supporting Standards**

* **ELACC9-10SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## Learning targets

* I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support assertions and answer explicit and inferential questions.
* I can determine how specific details in the text reveal and continually refine a theme.
* I can analyze how author’s specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of the text.
* I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence found in credible sources.
* I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.
* I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.
* I can compose a formal speech that demonstrates a command of grades 9-10 Language standards.

## Summative (Performance-based) Assessment

Summative Assessment #1 (Comparison Essay)  
  
In the following poems, Wordsworth and Dunbar comment on the tumultuous times in which they live, appealing to leaders of the past for social guidance. Wordsworth calls out to John Milton (1608-1674), poet and political writer who argued against censorship and championed the cause of liberty and public virtue, while Dunbar speaks to Frederick Douglass (1817-1895), a former slave and writer who became a leader in the abolitionist cause. Compare and contrast how these two poets address the concepts of moral courage, righteous anger, and social change. Be sure analyze how each uses diction, repetition, syntax, parallel structure, pronouns/point of view, and figurative language to create specific meaning(s) and tone(s).

**London, 1802  
William Wordsworth (1770-1850)**

Milton! thou shouldst be living at this hour:

England hath need of thee: she is a fen

Of stagnant waters: altar, sword, and pen,

Fireside, the heroic wealth of hall and bower,

Have forfeited their ancient English dower

Of inward happiness. We are selfish men;

Oh! raise us up, return to us again;

And give us manners, virtue, freedom, power.

Thy soul was like a Star, and dwelt apart:

Thou hadst a voice whose sound was like the sea:

Pure as the naked heavens, majestic, free,

So didst thou travel on life's common way,

In cheerful godliness; and yet thy heart

The lowliest duties on herself did lay.

**Douglass**

**Paul Lawrence Dunbar (1872-1906)**

Ah, Douglass, we have fall'n on evil days,

Such days as thou, not even thou didst know,

When thee, the eyes of that harsh long ago

Saw, salient, at the cross of devious ways,

And all the country heard thee with amaze.

Not ended then, the passionate ebb and flow,

The awful tide that battled to and fro;

We ride amid a tempest of dispraise.

Now, when the waves of swift dissension swarm,

And Honour, the strong pilot, lieth stark,

Oh, for thy voice high-sounding o'er the storm,

For thy strong arm to guide the shivering bark,

The blast-defying power of thy form,

To give us comfort through the lonely dark.

Summative Assessment #2 (Argumentative Essay)

*We find it easier, in these confused times, to admire physical bravery than moral courage—the courage of the life of the mind, or of public figures. A man in a cowboy hat vaults a fence to help Boston bomb victims while others flee the scene: we salute his bravery, as we do that of servicemen returning from the battlefront, or men and women struggling to overcome debilitating illnesses or injuries. It’s harder for us to see politicians . . . as courageous these days. Perhaps we have seen too much, grown too cynical about the inevitable compromises of power. There are no Gandhis, no Lincolns anymore. One man’s hero . . . is another’s villain. We no longer easily agree on what it means to be good, or principled, or brave. When political leaders do take courageous steps . . . there are as many who doubt as approve. Political courage, nowadays, is almost always ambiguous*. (Salman Rushdie, 2013)

To what extent do you agree or disagree with Rushdie’s view of moral courage? Plan and write an essay in which you present your claim and reasoning for your position. Support your claim with evidence from our extended literary text, one informational text we analyzed, and personal experience/observations or text of your choice (literary, informational, visual, or audio text).

## Skill Building Instruction

Lesson Plan 1: duration of approximately 250 minutes (with additional time as needed for reading, discussion, and dialectical journaling of extended text)

(*Note: Lesson 1 models a detailed step-by-step progression of activities. Subsequent lessons will provide a more general outline for teachers to create their own progression.)*

Priority Standards

* **ELACC9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
* **ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **ELACC9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **ELACC9-10SL1b:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Controlling Quotation:

*Heroism is the brilliant triumph of the soul over the flesh, that is to say over fear: fear of poverty, of suffering, of calumny, of illness, of loneliness and of death. There is no real piety without heroism. Heroism is the dazzling and glorious concentration of courage*. --Henri Frédéric Amiel

(<http://www.bartleby.com/100/766.3.html>)

1. Distribute the Amiel quotation and ask students to have two pens with different colors (or a pencil and pen) on their desk.
2. DA – Direct students to read the quotation silently and annotate the text for central idea (RI2) with one of the pen colors. (**Refer to Resource A for a model annotated passage.**)
3. While students are working, walk around and assess to see how and what students are marking on their quotations (diction, syntax, structure, figurative language, etc.).
4. L6 (Step 1) & RI6 – Mini-lesson(s) – Direct instruction of parallel structure, repetition, syntax, and contrast (as needed).
5. Group students intentionally to analyze the quotation by grouping students who showed more readiness through the DA.
6. RL/RI4 (Step 1) – In their groups, have students examine the text for parallel structure, repetition, syntax, contrast, and any other words that they feel create meaning or tone in the text. Students should also mark any words they don’t know (or words they struggle to understand) and discuss the meaning of them inside of their groups based on the context. If necessary, allow students to use dictionaries to look up words, but ask them to struggle with the meanings before using the dictionary. Students should mark the text with their other color pen.
7. Have students mix up and discuss their annotations with members of other groups. Feel free to allow kids to regroup two or three times for multiple discussions of the text.
8. When students finish discussions, bring them back for a whole class conversation on the quotation. Ask students to share their annotations as a whole group and have students mark any new ideas they hear on their own text.
9. Hold a teacher-led annotation of any gaps students in student analysis. Use this time to review the concepts taught in your mini-lessons (as needed).
10. RL/RI2 (Step 1) – Lead students to determine the central idea of the quotation based on their annotations. Have students write their assertions on the board. Don’t judge student assertions yet; allow students to write assertions that you feel might be off base or incorrect.
11. RL/RI1 (Step 1) – Lead students in finding evidence to support assertions. As students examine the poem for evidence, have them annotate it further, marking evidence connected to specific themes.
12. RL/RI2 (Step 2) – Have students evaluate their assertions based on the evidence. Cross out any that cannot be substantiated with evidence from the text. Then, have students choose the central ideas that best reflect the text based on the evidence students found.
13. FA – Have students choose one assertion from the board and support it in a one paragraph response to the following prompt: “What is the central idea of this quotation? Support your assertion with evidence from the text.”
14. SL1b (Step 1) – Reflect on the group process: What worked well and what failed? Have students develop class expectations for group work. Codify these expectations and post them in your classroom later.
15. Distribute copies of Anne Sexton’s “Courage.”
16. RL/RI4 (Step 2) – Have students annotate the poem independently for diction, syntax, structure, and figurative language, as well as marking any words about which they are unsure and their predicted meaning of those words based on the context. As students work, walk around and assess their annotations. Their annotations should be based on their earlier experiences and reflect growth from annotating the quote.
17. L6 (Step 2) - Mini-lesson (as needed) to teach any devices and techniques students have missed in their annotations. Focus especially on repetition, figurative language (on the whole, not necessarily specific devices), and the use of pronouns (in particular Sexton’s use of *it*).
18. SL1b (Step 2) – Group students intentionally to analyze the quotation by grouping students who showed more readiness in your observations. Review expectations for group work. Adjust them as necessary.
19. RL/RI4 (Step 3), L6 (Step 3) – In their groups, have students examine the text for repetition, figurative language, and the use of pronouns, as well as any words that they feel create meaning or tone in the text. Students should also mark any words they don’t know (or words they struggle to understand) and discuss the meaning of them inside of their groups based on the context. If necessary, allow students to use dictionaries to look up words, but ask them to struggle with the meanings before using the dictionary. Students should mark the text with their other color pen.
20. SL1b (Step 3) – Have students mix up and discuss their annotations with members of other groups. Feel free to allow kids to regroup two or three times for multiple discussions of the text. Again, remind students of the class expectations for group work.
21. When students finish discussions, bring them back for a whole class conversation on the poem. Ask students to share their annotations as a whole group and have students mark any new ideas they hear on their own text.
22. Hold a teacher-led annotation of any gaps students in student analysis. Use this time to review the concepts taught in your mini-lessons (as needed).
23. Explain the concept of dialectical journaling, including the structure, process, and expectations of the assignment. (http://images.pcmac.org/SiSFiles/Schools/AL/HartselleCity/HartselleHigh/Uploads/Forms/Foundation%20Lesson\_%20Dialectical%20Journals[1].pdf)
24. Teacher models 2-3 entries into the dialectical journal using the poem.
25. RL/RI1 (Step 2) and RL/RI2 (Step 3) - Students should choose 1-2 lines from the text that they feel best helps the reader draw the conclusion that the speaker is trying to make and use those as their first dialectical journal entry.
26. Students should share their entries with a partner. Ask for volunteers to share entries with the class. Remediate as needed.
27. DA - Have students respond to the following prompt in a short paragraph: “What thematic parallels exist between the quotation and the poem?” Have students submit their paragraphs before going further.
28. Lead students in discussing the parallels between the two texts. Focus on repeated key words (and their synonyms) and concepts. Try to steer students away from differences between the texts and towards similarities.
29. Distill vocabulary from the poem and quotation into common words. Try to direct the students toward focusing on three thematic concepts: courage, morality, and change.
30. Distribute copies of the primary text.
31. RL/RI4 (Step 3) and RL/RI1 (Step 2) - Read aloud a section from the beginning of the text. Have students listen for quotations that connect with the key concepts of the unit (courage, morality, change).
32. RL/RI4 (Step 4) RL/RI2 (Step 4) and RL/RI1 (Step 3) - Have students discuss quotations related to the key concepts that stand out to them. Discuss how the quotations connect to the key concepts.
33. RL/RI4 (Step 5) RL/RI2 (Step 5) and RL/RI1 (Step 4) - Have students complete a dialectical journal entry, then allow them time to share what they wrote, first with a partner, then the class. Remediate as necessary for any gaps in student performance.
34. Direct students to continue reading the extended text and analyzing with the dialectical journal.
35. Provide students with time to read the extended text independently.

Lesson Plan 2: duration of approximately 500 minutes (with additional time as needed for reading, discussion, and dialectical journaling of extended text)

(*Note: Lesson 1 models a detailed step-by-step progression of activities. All other lessons provide a more general outline for teachers to create their own progression.)*

Priority Standards

* **ELACC9-10L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
* **ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **ELACC9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Controlling Quotation

*Anger is like gasoline. If you spray it around and somebody lights a match, you’ve got an inferno. [But] if we can put our anger inside an engine, it can drive us forward.* --Scilla Elworthy

(<http://www.ted.com/talks/scilla_elworthy_fighting_with_non_violence.html>)

1. Annotate quotation. Lead students to connect this quotation to Lesson One quotation. Help students understand how anger forms the courage to create change.
2. Thematic thermometer: Have students brainstorm 5-6 synonyms for a*nger, change, morality*, and *courage*, placing the synonyms in order from most intense to least. Have students present thermometers to class and defend their placement of each word. Allow for debate/discussion about each word’s placement.
3. After students have created synonyms for the words, divide students into groups and read the Rand quotation below. Use mini-lessons as needed to identify and label the sentence structures. Students should create a complex statement following her sentence structures on an assigned thematic concept (*anger, change*, or *courage*). It may help if you give students a blank structure to follow. Try to assign each term to at least two groups. When students finish, have groups that share concepts share their statements with one another for revision and evaluation. Then, have groups sharing concepts synthesize their individual group statements into one statement on their thematic concept. Have students share their thematic statements with the class. Consider posting these statements around the room for the remainder of the unit as a reminder of the themes.
   1. *What’s morality, she asked. Judgment to distinguish right and wrong, vision to see the truth, and courage to act upon it, dedication to that which is good, integrity to stand by the good at any price.* --Ayn Rand, *Atlas Shrugged*
4. Have students move back to their groups. Lead students in creating thought-provoking, open-ended questions connected to their theme. Below are some sample essential questions (the same questions used in the rhetorical mixer powerpoint later on). Students will use these in Lesson 3 (Rhetorical Roundtable and Mixer), so the questions should reflect the richness of the texts they have encountered in this unit. If time is an issue, teachers should feel free to use the questions provided, write their own questions, or engage students in composing essential questions based on their reading out of class or as an alternate assignment, perhaps as an enrichment activity for those that exhibit reading/analytical readiness beyond that of their peers. For information on teaching students to ask their own questions, consult *Make Just One Change* by Dan Rothstein and Luz Santana (Harvard, 2011).
   * 1. How has the moral courage of others shaped our cultural attitudes and beliefs?
     2. How has the moral courage of others paved the way for change?
     3. How can a person use anger to create a rational argument?
     4. How are the risks and dangers of physical courage different from those of moral courage?
     5. Is the fear of social isolation stronger than the fear of physical harm? Justify your response.
     6. Is morality innate or socially constructed? Justify your response.
     7. Which is more important, personal morality or public morality?
     8. Is courage an instinctual reaction or a conscious decision? Justify your response.
     9. Can anger be a positive force? Justify your response.
     10. Is non-violence ultimately a more powerful reaction and response to anger than violence?
     11. Can the courage of one person lead to social change? Justify your response.
     12. Is the price of social change so high it can deter the human spirit?Justify your response.
5. Read and annotate Nye’s “For Mohammed Zeid of Gaza, Age 15” independently and as a whole group to analyze how diction, syntax, figurative language, and structure create meaning and tone in the poem. Have students present their findings to the class and remediate as needed to help students see how the poet directs her anger towards a specific audience and for a specific purpose. Students should create dialectical journal entries for the poem.
6. FA - Students should compare the Nye poem to the extended text either through the texts’ theme(s) and tone(s) in a two-paragraph response.
7. Mini-lesson (as needed): Summarizing and Paraphrasing
8. Listen to *Stuff You Should Know* podcast “Can Anger Be a Good Thing?” and model summarizing with students as they listen, pausing it periodically to discuss summarizing and allow students time to write. Students should create dialectical journal entries for the podcast.
9. FA - How does the speaker in Nye’s poem demonstrate righteous anger directed at a specific social ill? Find specific evidence from the poem to support the assertion.
10. Watch TED Talk “Fighting with Non-Violence” by Scilla Elworth. As students watch, have them summarize the text. Then, have students use their summaries to analyze Elworth’s overall argument and evidence. Students should create dialectical journal entries for the TED Talk.
11. FA - Considering the TED Talk and podcast, how does anger drive Elworth’s courage to fight for social change?
12. Intentionally group students. Read and annotate the two poems by Naomi Madgett by analyzing the diction, syntax, structure, and figurative language of the texts as they contribute to meaning and tone. Discuss group analysis as a whole class, remediating for gaps as needed. Students should create dialectical journal entries for the poems.
13. SA - Distribute copies of the paired poems to be used in the summative assessment (Wordsworth’s “London, 1802” and Dunbar’s “Douglass”). Have students annotate the poems independently and add entries for the poems in their dialectical journal. Students compose comparison essay about Wordsworth’s “London, 1802” and Dunbar’s “Douglass” which will be assessed with a standards-based rubric.

Lesson Plan 3: duration of approximately 500 minutes (with additional time as needed for reading, discussion, and dialectical journaling of extended text)

(*Note: Lesson 1 models a detailed step-by-step progression of activities. All other lessons provide a more general outline for teachers to create their own progression.)*

Priority Standards

* **ELACC9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  
  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.   
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.   
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   
  e. Provide a concluding statement or section that follows from and supports the argument presented.
* **ELACC9-10SL1b:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
* **ELACC9-10SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
* **ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **ELACC9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Controlling Quotation

*We must adjust to changing times and still hold to unchanging principles.*--Julia Coleman quoted by Jimmy Carter in his 2002 Nobel Peace Prize Laureate lecture

(<http://www.nobelprize.org/nobel_prizes/peace/laureates/2002/carter-lecture.html>)

1. DA - Have students write a short (3 paragraphs or so) argument on a simple prompt, perhaps an old GHSGWT prompt. Use this to determine the level at which students formulate and draft an argument. Add and subtract lessons from this progression based on your students’ abilities.
2. Introduce the rhetorical triangle and its elements (task, purpose, and audience). As a class, read aloud “Moral Courage: An Inquiry Into the Hearts of Kings” by Andrew Groft. Model for students how to analyze using the rhetorical triangle graphic organizer. Identify task (subject), purpose, and audience, as well as finding textual evidence to support identification of audience. Students should then select one piece of evidence from the essay to support the identification of purpose. Assess students’ ability to pull evidence from the text to support their assertion.
3. Working in pairs, students should read “Some Profiles of Courage” by Shane Lopez (an essay with a similar task/subject as the Groft piece) and complete a rhetorical triangle graphic organizer on the essay. Facilitate students as they work in pairs, stopping to reteach analysis if you see students struggling. When students finish analyzing the essay with their partners, have pairs share their work with neighboring pairs for evaluation and revision. Again, assess student learning during this time and reteach as needed. When students understand the rhetorical triangle, lead a class discussion to compare the two essays. Using three different highlighters, students select evidence from both texts of task, purpose, and audience.
4. Students should create dialectical journal entries for the two essays.
5. Students should evaluate the essays and decide which of the two essays is more effective in achieving its purpose. Have students move to one side of the room or the other, depending on which essay they find more effective. Divide these large groups into smaller teams. Have teams find evidence of effectiveness in their chosen essay, write the evidence on sticky notes, and post their evidence posters labeled *Style*, *Support*, and *Organization*. When students finish posting their evidence, lead a class discussion about the impact of style, organizational structure, and support on audience and purpose.
6. FA - Students compose a succinct, one-paragraph argument addressed to a classmate in the opposing group that asserts why their chosen essay is more convincing.
7. Use the rhetorical roundtable organizer to have students connect their chosen essay with their extended text, a poem from Lesson 1 or 2, and a text of their choice (independent reading, movie, song, article, etc.). Evidence for the Roundtable should come from dialectical journal entries. If students want to use quotations/examples from their reading that are NOT in the dialectical journal, have students include those quotations as new entries before they can use them. Students should use the organizer to analyze how different media can communicate the same concept to different audiences and for different purposes. Remember to connect the question for the Roundtable’s center circle to the questions students formed in Lesson 2. For an extended activity, use the Roundtable organizer to hold a true rhetorical roundtable discussion or Socratic seminar.
8. FA - In small groups, have students use the Roundtable organizer to formulate an outline of an argument that responds to the following quotation: “We must adjust to changing times and still hold to unchanging principles.” The outline should include at least two sources from the Roundtable, but students should feel free to use all four, as well as any entries in their dialectical journal. The focus here should be on the argument form--introduction, claim/assertion/counter-argument, evidence, and conclusion--as well as the use of evidence to drive assertions.
9. After reviewing the outlines to assess student understanding of argument form and the use of evidence, explain the purpose and process of the Rhetorical Mixer. During the activity, students will spend three minutes with one to two classmates asserting, supporting, and evaluating answers to each of the essential questions they formed in Lesson 2. The purpose is to have students formulate quick but thoughtful responses to each of these questions that they can support with evidence from the texts they have encountered. For students/classes that might struggle with this type of activity or to promote more depth of responses across the board, consider giving the students the questions in advance so that they can brainstorm assertions and evidence before the activity. Remember to provide time between rounds to allow students to jot down quick notes on what they and their partners discussed.
10. Lead students in a whole-class discussion in which they create a master list of answers and evidence to each of the questions.Students should include every answer and supporting evidence without judgment, even including duplicate responses. Discuss why some answers and pieces of evidence are repeated by multiple groups. Delete duplicate responses but do not delete weak or unsupported assertions or weak evidence. Provide students with a master list of evidence for the next activity.
11. FA - Have students evaluate the quality of the responses and evidence. Rank assertions and evidence from most effective to least. Students should turn in a copy of their rankings to the teacher, who can then assess how well students are evaluating the effectiveness of evidence. Remediate as necessary for gaps in student understanding.

Lesson Plan 4: duration of approximately 500 minutes (with additional time as needed for reading, discussion, and dialectical journaling of extended text)

(*Note: Lesson 1 models a detailed step-by-step progression of activities. All other lessons provide a more general outline for teachers to create their own progression.)*

Priority Standards

* **ELACC9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  
  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.   
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.   
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   
  e. Provide a concluding statement or section that follows from and supports the argument presented.
* **ELACC9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* **ELACC9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
* **ELACC9-10SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
* **ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **ELACC9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELACC9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Controlling Quotation *I will never forget that the only reason I’m standing here today is because somebody, somewhere stood up for me when it was risky. Stood up when it was hard. Stood up when it wasn’t popular. And because that somebody stood up, a few more stood up. And then a few thousand stood up. And then few million stood up. And standing up, with courage and a clear purpose, they somehow managed to change the world. --*President Barack Obama, 8 Jan. 2008, Democratic National Committee Meeting

(<http://www.presidency.ucsb.edu/ws/index.php?pid=77023>)

## Have students answer the following (or similar) moral imperative questions. Establish a YES and a NO area of the room and direct students to move to the appropriate area as you ask each question.

* 1. Is it ever right to kill another person?
  2. Is it wrong to steal from others?
  3. Is there ever a time when lying is acceptable?
  4. Is it always wrong to claim someone else’s ideas as your own?
  5. Is it ever right to break laws?

1. Present video clips from *A Time to Kill* (lawyer’s summation scene) and/or *Les Miserables* (theft of bread scene). Lead class in discussion about how these clips complicate the concept of moral imperative.
2. Place students in groups. Assign each group either lying, cheating, or breaking a law. Each group should write a scenario in which they believe it would be appropriate/right to lie, cheat, or break a law. Have groups that wrote on the same topic discuss their scenarios and choose one to share with the class.
3. FA - Students should choose one of the moral imperatives from the beginning and write a paragraph explaining why it is sometimes right to do the wrong thing. In their responses, students should use their dialectical journal to find evidence from our texts that support their assertion.
4. Examine the quotation from President Obama, particularly where he says, “[S]omebody, somewhere stood up for me when it was risky. Stood up when it was hard. Stood up when it wasn’t popular.” Lead students in discussing what Mr. Obama means when he discusses times were risky and hard or actions that were unpopular given the context. Help students connect Mr. Obama’s statement to the contexts of the texts studied in previous lessons, especially the extended text and Madgett poems. Consider creating a graphic organizer to help students record each of the contexts.
5. Distribute copies of paired speeches. (Consider using Martin Luther King’s “I Have a Dream” and the “Nobel Peace Prize Acceptance Speech” OR Abraham Lincoln’s “House Divided” and “Second Inaugural Address.”) Have students annotate the texts in small groups for rhetorical strategies (diction, syntax, structure, figurative language) and how the strategies impact the purpose and audience of the text.
6. FA - Connect the speeches to Obama quotation: How does President Obama refer to Lincoln/King in his quotation? How are Lincoln/King reflected in Obama’s statement that when people stood up “*with courage and a clear purpose, they somehow managed to change the world*”?
7. Students should create dialectical journal entries for the two speeches.
8. Distribute copies of Elie Weisel’s “The Perils of Indifference.” Have students read and annotate the text independently for rhetorical strategies (diction, syntax, structure, figurative language) and how the strategies impact the purpose and audience of the text. Lead students in a discussion of the text’s overall purpose. Have them summarize the text’s major points, particularly its warning of what happens when people refuse to stand up in the face of moral dilemmas.
9. Students should create dialectical journal entries for Weisel’s essay.
10. SA Part 1 - Distribute copies of the prompt and have students annotate the Rushdie quotation independently: “We find it easier, in these confused times, to admire physical bravery than moral courage—the courage of the life of the mind, or of public figures. A man in a cowboy hat vaults a fence to help Boston bomb victims while others flee the scene: we salute his bravery, as we do that of servicemen returning from the battlefront, or men and women struggling to overcome debilitating illnesses or injuries. It’s harder for us to see politicians . . . as courageous these days. Perhaps we have seen too much, grown too cynical about the inevitable compromises of power. There are no Gandhis, no Lincolns anymore. One man’s hero . . . is another’s villain. We no longer easily agree on what it means to be good, or principled, or brave. When political leaders do take courageous steps . . . there are as many who doubt as approve. Political courage, nowadays, is almost always ambiguous.” *To what extent do you agree or disagree with Rushdie’s view of moral courage? Plan and write an essay in which you present your claim and reasoning for your position. Support your claim with evidence from our extended literary text, one informational text we analyzed, and personal experience/observations or text of your choice (literary, informational, visual, or audio text).*
11. SA Part 2 - Have students review review their dialectical journals and and evaluate the evidence they have gathered throughout the unit. Remind them of how they ranked assertions and evidence in Lesson 3. This activity is to help them review and organize their evidence before they write the summative assessment.
12. SA Part 3 - After students complete the annotation and review of their dialectical journal, have them write an argument that answers the prompt. Students should use their dialectical journals to pull evidence for the essay based on the rankings they made previously. They should remember to follow the argument form explained and practiced in the previous lesson (introduction, assertion/claim/counter-argument, evidence, and conclusion). Essay will be assessed with a standards-based rubric.

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## Resources

*Any text that meets the text complexity of your grade level and the expectations of your district can be substituted within this unit.*

Extended Literary Text Options:

* *Anthem* by Ayn Rand (free classroom sets available at <http://freebooks.aynrandeducation.com/>)
* *Antigone* by Sophocles (prose translation: <http://classics.mit.edu/Sophocles/antigone.html>; verse translation: <http://www.enotes.com/antigone-text>)
* *The Book Thief* by Marcus Zusak
* *Cry, The Beloved Country* by Alan Paton
* *Fahrenheit 451* by Ray Bradbury
* *Les Miserables* by Victor Hugo (<http://www.gutenberg.org/files/135/135-h/135-h.htm>)
* *Night* by Elie Wiesel
* *Things Fall Apart* by Chinua Achebe

Informational Text Options:

* “Civil Disobedience” by Henry David Thoreau (<http://thoreau.eserver.org/civil1.html>)
* “The Day of Affirmation” by Robert Kennedy (<http://www.americanrhetoric.com/speeches/rfkcapetown.htm>)
* “House Divided Speech” by Abraham Lincoln (<http://www.ushistory.org/documents/housedivided.htm>; *History Channel* video: <http://www.history.com/videos/gilder-lehrman-house-divided>)
* “I Have a Dream” by Martin Luther King, Jr. ((<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>)
* “Kierkegaard’s ‘Antigone’” by Ulrika Carlsson (<http://opinionator.blogs.nytimes.com/2013/05/05/kierkegaards-antigone/>)
* “Letter from Birmingham Jail” by Martin Luther King, Jr. (<http://www.wuhsd.org/cms/lib/CA01000258/Centricity/Domain/18/assignment_e9.pdf>)
* *Lives We Carry with Us: Profiles of Moral Courage* by Robert Coles (excerpts)
* “Moral Courage: An Inquiry into the Hearts of Kings” by Andrew Groft (<http://newsletter.gw.edu/archive/FeaturedArticle/2>)
* “Nobel Peace Prize Acceptance Speech” by Martin Luther King, Jr. (<http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-acceptance.html>)
* “The Perils of Indifference” by Elie Wiesel (<http://www.americanrhetoric.com/speeches/ewieselperilsofindifference.html>)
* “Second Inaugural Address” by Abraham Lincoln (<http://www.nationalcenter.org/LincolnSecondInaugural.html>)
* “Some Profiles of Courage” by Shane Lopez (<http://incharacter.org/archives/courage/some-profiles-of-courage/>)
* “Wither Moral Courage?” by Salman Rushdie (<http://www.nytimes.com/2013/04/28/opinion/sunday/whither-moral-courage.html>)
* “Speech to the All-India Congress” by Mohandas K. Gandhi (excerpt) (<http://www.ibiblio.org/pha/policy/1942/420807a.html>)

Poetry Text Options:

* “Alabama Centennial” and “Midway” by Naomi Madgett (<http://www.crmvet.org/poetry/amadgett.htm>)
* “Courage” by Anne Sexton (<http://allpoetry.com/poem/8505443-Courage-by-Anne_Sexton>)
* “For Mohammed Zeid of Gaza, Age 15” by Naomi Shihab Nye (<http://www.wagingpeace.org/articles/2004/11/00_nye_for-mohammed-zeid-of-gaza.htm>)
* “If” by Rudyard Kipling (<http://www.poetryfoundation.org/poem/175772>)
* “Invictus” William Henley (<http://www.poetryfoundation.org/poem/182194>)
* “Song of the Broad-Axe” Section 5 by Walt Whitman (<http://classiclit.about.com/library/bl-etexts/wwhitman/bl-ww-axe.htm>)
* “Vigil” by Jake Adam York (<http://www.blackbird.vcu.edu/v3n2/poetry/york_ja/vigil.htm>)

Visual Text Options:

(*Note: Clips from the following films could be used by teachers to augment the lessons as apt for district expectations and technology resources.*)

* *12 Angry Men* (1957)
* *Amistad* (1997)
* *Chariots of Fire* (1981)
* *Cry Freedom* (1987)
* *Freedom Writers* (2007)
* *Gandhi* (1982)
* *John Q* (2002): (<https://www.youtube.com/watch?v=96rIjxlHpmE>)
* *Les Miserables* (2012, 2000, 1998, 1952)
* *Stand and Deliver* (1988)
* *A Time to Kill* (1996): summation scene (<http://www.americanrhetoric.com/MovieSpeeches/specialengagements/moviespeechatimetokill.html>)
* images from Library of Congress (54th Massachusetts Regiment, Buffalo Soldiers) (<http://www.loc.gov/index.html>)
* Len Sak political cartoons [(http://www.nelsonmandela.org/content/gallery/lensak-photo-gallery](http://www.nelsonmandela.org/content/gallery/lensak-photo-gallery))

Audio Text Options:

* “Can Anger Be a Good Thing?” *Stuff You Should Know* podcast (<http://www.stuffyoushouldknow.com/podcasts/can-anger-be-a-good-thing/>)
* “Fighting with Non-Violence”: TED Talk of Scilla Elworthy (<http://www.ted.com/talks/scilla_elworthy_fighting_with_non_violence.html>)
* “Get Up, Stand Up” by Bob Marley
* “*Nkosi Sikelel' iAfrika* (South African National Anthem)” by Enoch Sontonga

Appendix:

* Resource A: model annotated passage
* Resource B: rhetorical triangle
* Resource C: rhetorical mixer PowerPoint with essential questions
* Resource D: rhetorical mixer PowerPoint for analysis